

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIP

**COMMUNICATIONS SKILLS
RESTATEMENT AND PARAPHRASING**

**AN ACADEMIC SKILLS MANUAL
for**

The Food Preparation Trades

This trade group includes the following trades:

Baker & Cook, and
Retail Meat Cutter

*Workplace Support Services Branch
Ontario Ministry of Education and Training*

Revised 2011

In preparing these Academic Skills Manuals, we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

This trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

COMMUNICATIONS SKILLS RESTATEMENT / PARAPHRASING

*An academic skill required for the study of the
Food Preparation Trades*

INTRODUCTION

Restatement or paraphrasing, means saying something in your own words. We do this to be sure that we get the correct meaning from information. The ability to restate or paraphrase allows you to clearly communicate ideas about food preparation such as contamination, sanitary procedures, and specialty cuts of meat to co-workers, other tradespersons and customers.

Technical writing activities related to *paraphrasing* or *restatement* include completing reports for the chef, explaining how to serve specialty dishes, placing orders, reporting potential worksite hazards, and completing work-related documentation.

In this skills manual, we will look at some examples of restatement. We will do this to:

- ◆ Understand and explain technical information,
- ◆ Restate information in graphic and written material, and,
- ◆ Recognize signals that indicate restatement.

PART I

UNDERSTAND AND EXPLAIN TECHNICAL INFORMATION

Try to explain an idea – *in your own words* and *out loud*. You will discover what you know and what you don't know. When you use your own words, you find out where you can repeat ideas clearly and where you stumble because you can't find the right words.

Let me get this right

When you paraphrase an idea or written instruction, you are forced to be clear about what you have read or heard. If you have difficulty expressing an idea out loud, you know something is unclear. Stop. Reread the sections that stumped you, and then try again. This can be a slow process, but if you can restate the idea, you probably understand it.

We will use information from your trade to show you what we mean. Read **Passage 1** below. Proceed methodically and read with attention.

Try the following suggestions:

- read slowly,
- read out loud,
- ask questions,
- look up unfamiliar words or terms, and,
- take notes, *using your own words*.

When you have finished, test your understanding. Could you explain this to someone who knows nothing about the idea? Would they understand it?

Passage 1 **Pathogens: Control**

To control pathogens, it is essential to observe strict time and temperature controls. Foods are most susceptible to contamination within the temperature range of 7^o to 60^o C (45^o to 140^o F). In this temperature range exists the **danger zone**.

If foods are left within this range for longer than two hours, the food is considered *adulterated*. It is important to understand that the two hours does not have to be continuous. That is, the time is *cumulative*. Further, if you heat or chill food to temperatures in the safe zones, you cannot subtract this time to reduce the total.

Paraphrasing Step-By Step

As you read and figure out what each step of **Passage 1** means, mentally check it off; or use a pencil to do so. If you don't understand any part of the directions or don't see how it fits with the others, reread, and try again. As you recognize how each piece fits into the job, you begin to develop a sense of the whole picture.

Paragraph one

In Paragraph one, you may have had a question about sentence one.

- What does *pathogens* mean. If you aren't sure or have forgotten, look it up.
- The dictionary gives *disease-causing agents* as the definition.

This definition gives you the meaning of the word, but more importantly, when you put the meanings for the term back into the sentence, you can understand more clearly what is being said about disease-free food.

Example: You can restate a confusing sentence.

To control pathogens, it is essential to observe strict time and temperature controls.

It means:

Strict time and temperature controls will control the growth of disease causing agents.

Paraphrase paragraph one, one step at a time. Make sure you understand, and can **explain in your own words**, exactly what this information means. Think of how you would explain paragraph three to a new employee. You would have to know and describe:

- What are pathogens?
- When are they a problem?
- What is the *danger zone*?

Paragraph two

Experiment with different words to restate what you are reading. You could break paragraph two into points with slightly different wording. You might come up with something like this:

- Food cannot be left in this temperature range for more than two hours or it will be considered contaminated.
- This two hour time limit is a total time so any time the food is not being heated or chilled is added to the total time.
- If you heat or chill the food you cannot subtract that time from the total sitting out time.

I still don't understand

When you read something and say, "I don't get it", you need to solve a problem. What *exactly* don't you get? It is critical to move beyond feeling that you do not understand the material. Usually there's something that you do understand, so, which parts do you get?

Separate what you know from what you don't know, and then find explanations for the confusing parts. It's important to *ask yourself questions and find answers* to all aspects of the information. When you change written ideas into your own words, it will help you to develop a mental picture of the ideas and an understanding of the meaning.

When you can restate what you've read – in your own words – and can write it out, you know that you have understood the material. Using your own words will help you remember information. If you can explain it clearly to someone else, you have got it.

Examples of Restatement

You will find two samples of restatement below, in **Passage 2** and **Passage 3**. The two passages were written by different people to explain a concept. Read them to compare the details.

First, read each passage following these directions:

- ◆ read slowly,
- ◆ ask yourself questions,
- ◆ look up unfamiliar words or terms, and,
- ◆ take notes, or explain to yourself what the passage says *using your own words*.

Second, **compare** the information in the two passages. Look for similarities and differences.

Passage 2

Proteins derived from animal sources such as egg, meat, fish and dairy products are of value because their total protein content is high. We consider these proteins complete because they contain all the essential amino acids, and for this reason, we are able to use more of the total protein that is present. Proteins from vegetable sources such as whole grains, nuts, seeds, and legumes

– soybeans are the exception to this – have lower total protein content. Because of this, they are of lesser value and are referred to as **incomplete**.

Passage 3

Proteins from animal sources (for example, meats, eggs, cheeses or milk) supply the eight essential amino acids; they are referred to as complete sources of protein. Plant sources of proteins are missing one (or more) of these essential amino acids or they contain them in amounts so small that they cannot support the body, making them incomplete protein sources.

When you read the two passages, did you see that they each are about proteins? Each uses different words, different types of sentences, and a different order. But, the information is essentially the same. They are restatements of each other.

Reread the opening ideas below, from passages 2 and 3. How do they compare? Look at examples from these passages which restate the same information:

Example 1

Passage 2

We consider these proteins complete because they contain all the essential aminos, and . . .

Passage 3

. . [they] supply the eight essential amino acids; they are, therefore, referred to as complete sources of protein.

Example 2

Passage 2

Proteins from vegetable sources such as whole grains, nuts, seeds, and legumes (soybeans are the exception to this) have lower total protein content.

Passage 3

Plant sources of proteins are missing one (or more) of these essential amino acids, or . . .

Example 3

Passage 2

Proteins from vegetable sources . . . have lower total protein content. Because of this, they are of lesser value and are referred to as **incomplete**.

Passage 3

Plant sources of proteins are missing one (or more) of these essential acids, or they contain them in amounts so small that they cannot support the body, making them incomplete protein sources.

These two passages are restatements of each other. Each passage gives you accurate information but in a different way. In your reading, you might prefer one textbook or manual to another because the way it expresses ideas is easier for you to understand.

PART II

GRAPHICS AND TEXT

In Part II, we will look at how *graphics* and *text* are used together as examples of restatement.

Graphics

When we use the term **graphics**, we mean the types of illustrations that you find in manuals and textbooks: diagrams, graphs, photographs and chart. They present a restatement in a visual way.

Using graphics

Graphics relay information you need for your trade. To use graphics effectively, you need to convert the information into actions – either the mental action of understanding information or the physical action of following directions. To do either, restate the information so that you understand it. If you find terms or symbols that are not clear, stop and find out what they mean.

Text

When we use the term **text**, we mean everything that is in print form. This includes writing that goes with a diagram, graph, photograph or chart. The text uses words to describe or explain something while a graphic uses a picture.

What am I looking at?

If you know the purpose of a diagram, it may change the way you look at it. You may study each part of the diagram and mentally convert the items pictured in the diagram to descriptions in the text. Going back and forth between the diagram and the text increases your ability to picture the whole process or concept.

You should move between the text and graphic:

- to understand each on its own,
- to understand them together,
- to remember the information, and/or
- to get answers for things you are not sure about.

We will use the text and figure below (**Figure 1**) to look at restatement

Cooling Liquids

It is essential that food prepared ahead of serving time be handled safely. Cooked and heated liquids that you store must be cooled as quickly as possible. They should be reduced to a temperature of 7⁰ C (45⁰ F) to be in a safe zone. A large container of a hot liquid does not cool quickly enough by being placed in a refrigerator; furthermore, it may raise the temperature inside the refrigerator and affect all foods stored within.

To store safely, place hot liquids in a *metal* container because metal is a good conductor (plastic is a better insulator). Place the container in a cold water bath (see Figure 1). Stir the liquid frequently. Stirring will move the warmer liquid at the centre, mixing it with the liquid that is cooling at the outside edges of the pot. This will bring the temperature down quickly. It will lessen the chance of dangerous bacterial growth at the centre.

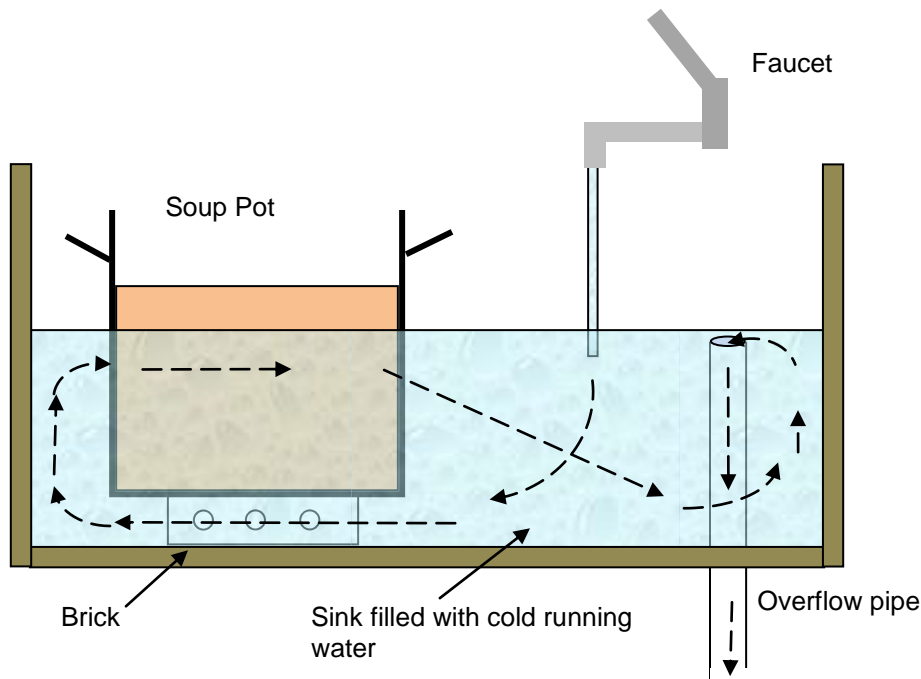


FIGURE 1: Cooling Method for Liquids. A metal container will cool contents more quickly than plastic.

The text tells you how to follow a cooling procedure, gives details about **why** you should, and gives the **results** (dangerous bacterial growth) if you don't.

The diagram provides a picture of cooling and shows you what you can't see (the direction of water flow).

Each gives you important information, though in different formats. **Together**, they provide a more complete picture than each would alone.

What am I looking at?

If you know the purpose of a diagram, it may change the way you look at it. You may glance over a diagram to get a general idea of what it illustrates.

Example: Figure 1 gives you an idea of how the cooling method for liquids works.

You can study each part of the diagram and mentally convert the items pictured in the diagram to the stages described in the text. Going back and forth between the diagram and the text increases your ability to picture the whole process or concept. You move between the text and graphic:

- to understand each on its own,
- to understand them together,
- to remember the information, and/or
- to get answers to questions that you may have.

Examine everything

1. The text will direct you to a graphic: the number of the graphic may be in parentheses like this (*Figure 2-10*). When the text directs you to look at the graphic, it may also tell you what it will show you.

Example: *Figure 2 shows proper technique for washing hands.*

2. When you come to a diagram, stop. Read the title or heading and the description at the bottom. *The title and description tell you what the diagram contains.* Some diagrams contain directions or details not found in the text.
3. Next, see how it restates the text. Then look for information that is not in the text.

Passage 5, below, is about *fats and oils*. Read the text and study the diagram to understand how they work together to explain the concept. Think of each as a restatement of the other. Notice how they complement each other. Think of how each could help you explain or describe something to someone else – your boss or a client.

Passage 5 Fats and Oils

Fats and oils are classified as *saturated*, *mono-unsaturated*, and *polyunsaturated*. This classification is based on the amount of hydrogen in their chemical structure or degree of saturation. This structure is shown in Figure 2. Saturated fat has single bonds only between the carbon atoms (see Figure.2). All the bonding sites available are filled with hydrogen atoms. Monounsaturated fat, on the other hand, has one double bond . . .

(We have omitted further description of the chemical structure of monounsaturated and polyunsaturated fat.)

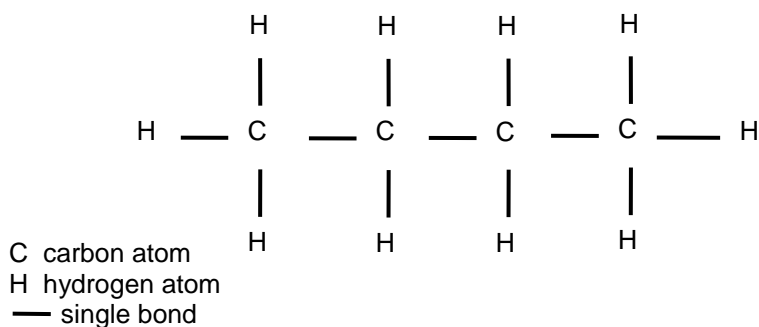


FIGURE 2: Chemical Structure of Saturated Fats:

Examples: butter, cheese, chocolate, coconut and coconut oil, egg yolk, lard, meat, palm oil, poultry, vegetable shortening

What does it say?

The text explains the concept in a clear, detailed way and prepares you to understand it.

The graphic relays the same information in a picture form. You can see how a molecule of saturated fat is a chain of connected atoms of carbon and hydrogen. The atoms and bonds are labelled. You see how the chain is formed by the bonds that hold the atoms together. It is important to see this in the diagram because you can't see it by looking at butter or cheese.

You can see more by using the graphic with the text. It can help you put the concepts of *the chemical structure of saturated fats* into your own words. You can also draw a simple diagram to add to your explanation. You could then explain to a classmate or co-worker, "This is what a saturated fat is, and I'll show you what it looks like."

Graphics restate the text

We've looked at the text and the diagram to see what each adds to the whole picture, and how each restates the other. Graphics and text combine to complete the information required.

Graphics can peel back the layers so you can see it all. They are related directly to the writing.

- They are labelled clearly and usually placed beside the text.
 - The text and **Figures 1 and 2** are typical examples of this.
- It is important that you understand what you read and see as you proceed through the trade material.
 - Be sure to match the text with the graphic and read the information that goes with it.

The text tells you when to go to the diagram and what to look for. Find the information and understand what it is saying. *The diagram and text work with each other to make information clearer or to explain a procedure or a principle.*

Remember to test your understanding by restating the information to someone who hasn't read the text or seen the graphics. You may need to try an explanation more than once to get the right words in the right order. If you understand what you have read and what you have seen, though, you'll get it right.

Tables

You will use tables for a variety of purposes.

Example:

TABLE 1: DECIMAL AND METRIC EQUIVALENTS OF WEIGHTS

Ounces	Grams (Approximate)	Conversion to nearest 25 grams
1	28	25
2	57	50
5	142	150
10	283	275

Tables like this one will show you such things as liquid measures, temperatures and other guides that you will need. Like other examples of restatement, these tables translate or convert information so that you get the right understanding and results.

PART III **RECOGNIZE SIGNALS OF RESTATEMENT**

In Part III, we will look at examples of words and symbols that act as signals to indicate when a text is using restatement or paraphrasing. Successful readers pay attention to these signals.

Note: The words and symbols in this section are not always or only used for this purpose. Make sure you know what they are signaling.

Signals Indicating Restatements

Technical writing contains new vocabulary and new and complicated concepts. Explanations that restate information are built right into the text, often as examples or definitions.

There are many written clues that signal that a similar word or a definition is going to follow. Here are a few to watch for.

Some word and phrase signals

1. **That is**, is a word combination that can be used in several ways to let you know that something will be rephrased. These include:

Examples: Wash your hands thoroughly: *that is*, use soap and water, washing till the soap lathers.

Cross-contamination, *that is the transference of disease-causing elements from one surface to another*, can be avoided.

2. **In other words** is a signal that what you have just read will be explained in another way. Compare the two ways of saying the same thing; make sure you understand both.

Examples: The “brigade system” eliminated the confusion and duplication that resulted when responsibilities were unclear. *In other words*, “the brigade system” clearly defined responsibilities and defined each position with its station.

- 3 **Or ...** sometimes tells you that there are two ways of saying the same thing. The words on each side of the “or” mean the same thing.

. . . the amount of hydrogen in their chemical structure *or* degree of saturation.

The bean clam *or* “coquina” is used in broths and soups.

4. **Visualization:** In some cases, a writer asks you to *visualize* or *imagine* something. This kind of restatement asks you to convert words into a picture to understand them.

The section shows the terrine as if sliced on a vertical plane. Imagine that you are looking at it after it has been cut in half, and you are looking at the cut edge.

Some punctuation signals

Dashes – A dash may be used to give another name or short explanation of something. This first example uses several devices as well as the dash: *italics* and “such as.”

True conch is classified as a gastropod - a large class of mollusc.

The *chefs de partie* - station chefs - are well-trained.

Parentheses () Words in parentheses restate or define terms and abbreviations specifically related to your trade.

It is not always possible to determine by looking at food whether it is adulterated (unfit for human consumption).

The temperatures of kitchens and of human bodies lie in the range of 16 and 38⁰ C. Mesophilic (middle temperature range) bacteria grow at an abundant rate within this temperature range.

Colon: The information that follows the colon (:) often explains a word or term.

The time is cumulative: each minute the food is exposed is added on to the total regardless of when it is exposed.

These examples give you a sampling of the kinds of help to look for in your trade material. There are lots more. As you become familiar with a manual or a teacher, you will also become familiar with the ways that each restates information. Restatement gives you a second chance to understand information, so watch for the clues.

CONCLUSION

Restatement or paraphrasing is a method used to understand, explain and remember technical information. This is an essential technical reading and writing skill to develop and refine.

It will make information clear to you – and you can make it clear to others. When you identify information presented in a new or different form, you can move between written or graphic information understanding each, on its own, and together.

Summary

1. **Use your own words to restate or paraphrase** technical information. *Talk* yourself through the material.
2. **Find out where** you get stopped. Go back over the difficult steps to master them.

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3. **Paraphrase step-by-step** to master material. *Walk* your way through complex information by dividing the steps into smaller bits.
 4. **Examine and understand each piece** like pieces in a jigsaw puzzle. As you make sense of each piece, you arrive at the big picture.
 5. **Use graphics as restatement** of the text and vice versa. Read the text to understand what is in the graphic: read the graphic for interpretations of the text.
 6. **Convert the words and ideas** into the mental action of understanding, or the physical action of performing a task.
 7. **Watch for the signals:** use these built-in guides which restate, explain or define text or graphic material.